DOCUMENT RESUME

ED 351 135 PS 020 891

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TITLE Early Childhood Teacher Education in Australia.
PUB DATE Jul 92
NOTE 31p.; Funding provided by a grant from the Australia-New Zealand Foundation.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Colleges; Day Care; *Early Childhood Education; *Educational Policy; Foreign Countries; *Government School Relationship; Higher Education; *Preservice Teacher Education; Public Policy; *Teacher Education Programs; Universities
IDENTIFIERS *Australia; *New Zealand

ABSTRACT

This report attempts to inform those working in early childhood teacher education (ECTE) in New Zealand of some recent developments in the field in Australia. The Australian government recently required all colleges of advanced education (CAEs), which are part of the ECTE system, to amalgamate with existing universities or reform themselves as new universities. The 4-year Bachelor of Education degree is becoming the norm for teacher education. These amalgamations of CAEs and universities have resulted in a takeover of ECTE by universities, with many programs reorganized in line with university structures, and this takeover threatens the philosophy, curricula, and pedagogy of early childhood education, and has lead to lower standards, funding cuts, increased workloads, and more centralized control of ECTE in Australia. These developments have serious implications for ECTE in New Zealand, each one of which is briefly specified and described. Appendixes include: (1) a glossary of terms and nomenclature related to early childhood education services in Australia; (2) a list of interviewees and information providers; (3) a set of guidelines for questioning staff from ECTE programs; (4) examples of early childhood and childcare courses in Victoria; (5) a history of early childhood courses at selected institutions; (6) a list of ECTE courses at Australian institutes and universities; and (7) practicum and assessment requirements at selected institutions. (MDM)

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Early Childhood Teacher Education in Australia

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Acknowledgements

to the Australia New Zealand Foundation who provided the grant which made this study possible, to Te Whanau o Ako Pai ki te Upoko o te Ika/ Wellington College of Education who gave me leave, to all those Early Childhood workers, teachers, lecturers and other professionals who provided materials and discussed these issues with me before, during, and following my study in Australia in November1991, and especially to Dr ColletteTayler for her assistance and access to information from her survey

Early Childhood Teacher Education in Australia

Contents

(i) Executive Summary.

1. Introduction.

2. Background to Early Childhood Teacher Education in Australia.

3. The Philosophy of Early Childhood Teacher Education in Australia.

4. Course Organisation.

    4.1 Course Descriptions.
    4.2. Student Selection.
    4.3. Campus Based Studies.
    4.4. Practicum.
    4.5. Assessment.

5. Government Policy and Early Childhood Teacher Education.

6. College-University "Amalgamations."

    6.1. Course Autonomy.
    6.2. Assessment.
    6.3. Teaching Staff.

7. Significant issues for
    Early Childhood Teacher Education in Aotearoa/New Zealand.

Appendices and Bibliography.

Executive Summary

of

Early Childhood Teacher Education in Australia

This report attempts to inform those working in ECTE of some of the recent developments in Australia.

The Australian Government has recently required all Colleges of Advanced Education(CAEs) to amalgamate with existing universities or to reform themselves as new universities.

The four year B Ed degree is becoming the norm for teacher education, and all Early Childhood Teacher Education (ECTE) courses will become degree courses in 1992. Courses are delivered as full and part-time, externally by correspondence, and at off-campus outpost locations.

College-university "amalgamations" have resulted in a university takeover of ECTE with many programmes reorganised in line with university structures. Changes threaten the philosophy, curricula and pedagogy of ECE. University assessment procedures have largely replaced those previously in use at colleges. Practicum cuts, whether from university or government policies, place the integrated nature (i.e. theory and practice) of ECTE programmes at risk. There are proposals to break down the barriers between the education sectors and to have multi-sector teacher education which denies the special character of EC programmes.

College lecturers have lost tenure and are increasingly employed on contract. There have been adverse effects on career advancement.

Funding cuts have resulted in more competitive student selection, small group teaching being replaced by lectures and tutorials to larger groups, and a decrease in the time spent on practicum. Both staff and students' workloads have been intensified.

Australian Government moves to introduce statutory testing at primary level and above has potentially serious implications for EC. Teachers are in danger of being de-professionalised and becoming trainers of a narrow range of skills.

Proposals for the national contro' of "teacher training," and its stagewise transfer to schools threaten the autonomy and integrity of ECTE programmes.

Divisions remain between childcare workers and early childhood teachers (pre-school and kindergarten teachers) which are reinforced by different funding and teacher/worker education programmes.

Increasing numbers of graduates are unable to find work in early childhood occupations.

1. Introduction.

Education in Aotearoa/New Zealand has suffered under a massive reconstruction firstly disguised as a move to improve the efficiency of educational administration and to empower the community, and secondly to improve the quality of teaching. While there will always be a need for improvements, this in no way legitimates the government's adoption of a managerial revolution which requires more central control rather than less. Communities have been left with the problematic and insoluble issues, and have then been held responsible when things go wrong. The assertion of the benefits to be obtained from this narrow technical approach and the assumption that the market will deliver the educational goods required by society-what works for business will work in education-has effectively excluded critical reflection of the underlying issues and of the problematic nature of education in society: its philosophy, sociology and pedagogy.

During this period Early Childhood Education initially made rapid gains in policy (childcare was recognised as "education" from 1986), and in administration and funding after Before Five (1988). The new 3 year Diploma in Teaching (Early Childhood) which integrated childcare worker and kindergarten teacher training programmes in colleges of education was introduced at the six colleges of education from 1988 to 1991. The six colleges have developed different relationships with their local universities. For example, the former Hamilton Teachers' College has become a School of Education within the University of Waikato, whereas Wellington College of Education is negotiating the establishment of a new Conjoint B Ed degree from 1993. These new relationships or associations may eventually become amalgamations, assimilation, or outright takeover of the colleges by the universities. Other options include colleges effectively becomimg universities with their own degree programmes.

Because Australian colleges and universities are just completing a(nother) restructuring process and New Zealand teacher educators are particularly concerned at this time for the future of teacher education and the dowmstream effects on society as a whole, it is a good time to look at recent developments in neighbouring Australia. In particular the effects of the changes on course philosophy and organisation, of government policy, and of college-university "amalgamations."

This report focusses on pre-service Early Childhood Teacher Education (ECTE) courses in government funded tertiary institutions. It was compiled from a study of previous reviews of Australian Early Childhood Teacher Education (Briggs, 1984; Tayler, 1990), recent reviews and reports of reform and proposed reforms of education in Australia, interviews with co-ordinators, teaching and administrative staff of ECTE programmes at Australian colleges and universities and from an analysis of the EC information booklets, course and subject guides and outlines, report forms, curriculum materials, practicum and field experience guidelines, handbooks and programmes from the institutions contacted and visited.[1] The report does not cover specialist Aboriginal teacher education programmes.[2]

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[1] Refer Appendices.

[2] Refer Holmes, 1992.

2. Background to Early Childhood Teacher Education in Australia.

ECTE in Australia has developed from pre-school and kindergarten teachers' colleges' courses, courses at Technical and Further Education Colleges (TAFE), and at Colleges of Advanced Education(CAE). "Early childhood" in Australia is usually understood to exclude "childcare."[1] This has had implications for the development of ECE. "Childcare" graduates are only qualified for work in childcare, whereas "early childhood" graduates are qualified (with the exception of one or two courses) to work in all services for children 0-8 years including primary. There are a large variety of teacher education courses[2]. Although at present each state has its own regulations there has been an increasing acceptance of the need for national standards for teacher education.

EC trade unions are smaller, more diverse and less powerful than they have been in NZ. The kindergarten union's membership are often apathetic or politically naive, and have not come to terms with the changes from education restructuring. The childcare unions are much stronger and more active. The kindergarten unions have, or are seeking, affiliation with the primary teachers' union. The childcare unions' members do not see themselves as "teachers" nor do the kindergarten teachers see themselves as "workers." Neither group seems likely to suggest that they join in a combined union for EC staff.

Over the last few years there has been a move to amalgamate Colleges of Advanced Education (CAE) with universities, or to give colleges university status[3]. This transition, driven by government, (e.g. in Victoria the state government made the decision that all teachers' colleges and CAEs would be required to amalgamate into 5 universities) is due for completion during 1992. These changes follow an earlier round of restructuring of teacher education during the early 1980s. ECTE programmes have been moving towards 4 year programmes for a number of years, i.e. a 3 year diploma or degree with a fourth year option for honours, B Ed or a graduate diploma.

ECTE has never been free from the influence of primary teacher education. This relationship is compounded by the recently proposed reforms for teacher education. There have been a number of recent reports (Higher Education Council, 1989, Australian Education Council, 1990, Schools Council, 1991). Early Childhood(EC) has again been neglected in this debate. Even the Australian Education Council Supplementary Report(1990) continued to use a discourse associated with schools, and mentioned EC only in passing. This lack of recognition of the EC sector and lack of importance of ECTE continues to show how EC is perceived by the policy makers and the other education sectors, i.e. of lesser importance and significance. Indeed, it can still be said that little has changed in the last decade since Freda Briggs, after surveying EC teacher education institutions following an earlier round of restructuring of institutions and their ECTE programmes, concluded that "early childhood educators have all but lost control of the structure, and in some cases, even the content of training for their own profession" (Briggs, 1984)

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1 Refer Appendix 1.
2 Refer Appendix 4.
3 Refer Appendix 5.

3. The Philosophy of Early Childhood Teacher Education in Australia.

An integrated curriculum for ECTE based on a holistic or ecological philosophy is accepted by the majority of EC professionals as the desirable model in Australia as it is in NZ. The integration is seen as essential. There is overwhelming support from EC specialists both in Australia and internationally for integration of campus based teaching and practicum experience (National Association for the Education of Young Children, 1991) despite the recommendation of the Australian Education Council (AEC) report that they should be separated.

Threats to the special nature of ECTE come from the influence of primary and secondary programmes as well as from the recent college-university amalgamations. Although ECTE courses in Australia have a strong developmental philosophy, that philosophy does not always extend across all the teaching EC students receive. Different lecturers often present conflicting perspectives. This fragmentation may be due in part to the strong influence of primary programmes on EC. In many institutions EC is part of a larger department, school or faculty which includes primary teacher education. ECTE is often a specialist option within primary courses. The EC philosophy is often not shared by the larger group. Due to low EC staffing levels primary trained subject specialists are used to teach within many EC courses. Where these people have worked alongside the EC lecturers or have EC experience they are supportive of the programme and have much to offer. Many, however, have not had this experience. This situation makes it difficult to maintain the philosophical and ideological position that ECTE courses, "which prepare students to work with children 0-8 years should be separate from programs which train teachers to work with older children within formal schooling systems" (Brennan and O'Donnell, 1986, p 96). The result is that in many institutions a clearly articulated philosophy and approach is not presented across the teaching programme.

However, the 0-8 years as the defined age range for EC in Australia is potentially advantageous in linking EC and primary and making it more difficult for primary teacher educators to ignore the EC child-centred approach for children 5-8 years. There are indications that in some places there has been some progress in educating primary lecturers in this EC philosophy.

In the main centres in each state there are EC teacher education courses which have developed from kindergarten teachers' courses. These have largely maintained their individual and unique character and philosophy through the recent transitional period. Other courses have developed from a variety of beginnings and many have had to fight to hold onto their ethos, especially where they are under the influence and control of larger groups, for example, large primary divisions, college departments or university faculties. In the recent as well as in previous college restructuring where EC staff have lost or given away control over their teaching their developmental philosophy has been undermined.

At the University of Canberra the one EC specialist teaches the EC component of the combined EC and primary teacher education course. Non-EC specialist staff teach the other parts of the course. Under these conditions the EC philosophy and curriculum is often at risk. This one EC specialist defends EC at faculty level.
At Monash University the course which used to have a minority of EC students (the majority were primary) now has comparable numbers of EC and primary students

and now EC staff initiate and drives the School of Early Childhood and Primary Education programme.

The issue for many ECTE staff is how to maintain their distinct philosophical approach, their curriculum and pedagogy while being continually marginalised by primary colleagues and university academics.

4. Course Organisation

4.1 Course Descriptions.[1]

Three year diploma or bachelor courses (undergraduate studies) and a fourth year for B Ed following a minimum of a year's employment has become the norm for ECTE in Australia. Many changes from a Diploma in Teaching to a Bachelor of Teaching in 1992 are only changes of name (e.g. Phillip and de Lissa Institutes, and NTU). The B Ed course at Phillip is now offerred directly after the 3 year diploma course, and without the employment requirement, because many graduates cannot get work.

However there are many variations. At Canberra, all students enrol for the 4 year B Ed degree but can exit after 3 years with the Diploma in Teaching(EC). The University of Melbourne has two, 3 year Diploma courses-Dip. Teaching (EC) for kindergarten/pre-school teachers, and Dip. of Social Science (Childcare) which can be exited after 2 years with an Associate Diploma. Their Diploma in Teaching(EC) is being replaced(1992) by the B. Early Childhood Studies(3 yrs). A one year full-time professional development course leading to a Graduate Diploma is also being introduced.

In most states the Diploma of Teaching(EC) or the B Teaching(EC) degree qualifications enable students to work in childcare centres, kindergartens/pre-schools, and primary schools. Some qualifications do not permit graduates to work in schools (e.g. University of Melbourne's Diploma in Teaching(EC) does not meet the 45 day primary school practicum requirement of the Victorian Teachers' Registration Board) and some are exclusively for childcare centre work (e.g. University of Melbourne's Diploma and Associate Diploma in Social Science [Childcare] and NTU's Associate Diploma of Education[Childcare]).

Most courses can be completed as full-time or part-time studies and many are available externally (by correspondence). Some institutions (e.g. Macquarie, Northern Territory University [NTU] and the University of Melbourne) offer Remote Area Teacher Education (RATE) programmes for Aboriginal teacher education off-campus in outpost locations. RATE programmes are delivered locally with locally employed field tutors. Students come into the college/university for a few days each year. At NTU a "mixed mode" RATE-type course is offered which has supervision in the remote location but assignments are sent in to NTU in Darwin for assessment.

Courses cover different age ranges with differerent emphasies. All the courses surveyed except one cover 0-8 years in theory(Canberra 3-8years) but the course emphasis varies. (e.g. 3-5 years at the University of Melbourne, Phillip Institute and NTU)

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[1] Refer Appendix 6.

At some institutions (e.g. NTU) students are supported and advised by course coordinators who are each reponsible for a year's intake of students. However at others the traditional supportive and advisory relationship EC staff and students have had in the past has disappeared since joining with the university.

4.2. Student Selection.

Students are selected from successful year 12 school students (post sixth form or 17 years of age), from "mature" adults, and from students transferring from other courses (e.g. TAFE childcare graduates) Selection is becoming very competitive. For example, there were 1000 applicants for 27 places at Phillip in 1990. Monash's selection is on entry scores with theirs having the highest cut-off scores in Victoria, i.e. they take only the most highly qualified. Student numbers range from 25 in the first year at Canberra to 270 at the University of Melbourne. About 84% of Monash students (38 out of 45 in 1991) and about 67% of the University of Melbourne's students will graduate (180 out of 270 in 1990)

4.3. Campus Based Studies.

Campus based studies include compulsory and selected, optional, and general studies, i.e. all course work except centre based practicum placements. Australian diploma and bachelors ECTE programmes broadly cover the same range of subject material with division into core compulsory EC studies, general studies options, and practicum experience, as diploma programmes in NZ. However, a number of Australian courses place a greater emphasis on the history, philosophy, politics and sociology of education from year one, and give a relatively large proportion of all studies to child/human development (e.g. 11% at Monash, 16% at Melbourne, 17% at Phillip, 20% at Macquarie and 22% at de Lissa) Child development is seen as the core of the programme and this is offerred as a major through all 6 semesters at some institutions (Macquarie and Phillip). At Phillip professional development is taught in multigenerationl groups of EC and primary students(15 students per group). The percentage of compulsory compared to optional, selected or general studies varies from 66% : 34% to 90% : 10% for undergraduate studies and from 33% : 67% to 75% : 25% for post-graduate studies[1].

The links between EC and childcare courses (defined separately in Australia) and between EC and primary courses are complex and various[2]. Some institutions have distinct childcare and EC courses but with a number of common units/modules. Many have primary or general teacher education courses with EC specialist options within the course. At NTU the first year is common for EC and primary students. At Monash the whole of the second year is common. Specialist courses are taught by primary and other specialist staff. Lecturers have their own approaches and a number of different teaching and assessment methods may be in use. Some courses are highly structured with little choice and others cater for student and staff negotiated content and assessment.

For example, at the University of Melbourne child development is taught by psychologists and biologists, communication skills and human relations by psychologists, and health and nutrition by biologists. Arts, music and drama are taught by the liberal studies specialists. These staff have no EC experience. EC

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[1] Refer Appendix 7.

[2] Refer Appendix 8.

curriculum and centre programme operation are taught by those less formerly qualified staff with practical experience in childcare, pre-school and kindergarten. These programmes do not adequately cater for infant/toddler group care and education with only 8 hours of basic infant care ("mothercraft") within curriculum studies. The co-ordinator reported that they have tried to move away from teaching low level skills like nappy changing and bathing. Since the CAE-university amalgamation whole groups of discipline based specialists staff have left to take up jobs in more "prestigious" faculties.

Because of increased staff loading and decreased funding team teaching and small group teaching has largely disappeared from programmes. Teaching often follows the university pattern of lectures to large groups(140 at Melbourne) and tutorials groups with up to 30 students.

4.4. Practicum.[1]

The high cost of practicum and its supervision is a concern to the providers of teacher education and employers. Students spend between 85 and 140 days in the field over the 3 years of their course. These are usually divided between kindergartens, childcare centres, and junior primary classrooms, with some courses providing experience in special needs centres, some in out of school care and education programmes, some in homes, and some in other community services. Students' practicum is with children over the age range of 0-8 years although specialisation is possible with children 0-3, 3-5, and 5-8 yrs. Associates/supervising teachers are in-service trained and briefed before the practicum and paid between $12(NTU)-$22(VIC) per day. Funding cuts have resulted in a decrease in practicum experience.

Lecturers visit and observe students during their practicum and assessment is through three-way conferencing between the visiting lecturer, the student and the associate/supervising teacher, and through their written reports. Funding cuts have resulted in some courses dispensing with a visiting lecturer (Philip) and relying on the associate/supervising teacher's report together with the in-class grade for professional development and practicum briefing/debriefing. Courses also have some student organised and unsupervised practicum days (Monash) where the university takes no responsibility and associate teachers aren't paid.

4.5. Assessment.[2]

A variety of assessment procedures and sysems of grading are used in the different programmes. Pass/fail, percentage marks, A to D grading, norm and non-norm referenced measures are in use. Final decisions are sometimes made within EC schools or departments (Macquarie and de Lissa) but more often at university faculty level (Canberra, Melbourne, Monash, NTU and Philip) where EC staff are usually in a minority. Assessment is commonly throughout courses (as participation, tutorial preparation, seminar presentation, book reviews, resource folder compilations, diary and journal records, and essays) although assessment by examination is increasing.

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1 Refer Appendix 7 and 9.

2 Refer Appendix 10.

Staff assess and evaluate students. Students assess and evaluate each other, and assess and evaluate courses and lecturer performance. Many students dislike peer-group assessment (Macquarie and NTU). They find it stressful and some claim they don't know how to do it. (NTU). Others know how to work the system and consistantly award each other high marks for sub-standard work (Macquarie).

Most colleges have had a liberal approach to extensions for assignments and re-submission of unsatisfactory work. As part of a larger (university) institution they have to conform to university procedures. Staff workloads have increased so much (estimated at 25% at Macquarie) that assessment policies have to be consistantly applied. There a few extensions or re-submissions. Increasingly staff are refusing to mark late work, or provide individual or personalised programmes beyond the assignment due dates. Students are permitted to repeat modules. If, however, a certain rate of progress is not maintained they fail the course.

Student workloads have also increased. They have plagiarised and cheated or just given up when the workload has been excessive. Open book exams have been introduced to overcome cheating where students copy each others' work and trade or buy work from other students. There is a concern about maintaining standards. Some institutions do not have the resources to ensure adequate competence for all their graduates.

5. Government Policy and ECTE in Australia.

"Because states have the major responsibility for EC services, what happens within individual states is just as important in determining the sort of services and therefore demands for teacher education as any of the recent major reports" (Margaret Clyde, during interview.)

The turning point in Australian ECTE was the Child Care Act, 1972. Prior to this ECE had a philanthropic orientation where women were trained in various ways to work with young children. In the seven years following government involvement in 1972 there was a rapid growth of institutions with ECTE courses from 6 to 26. Although kindergartens have traditionally had trained staff only some states require an EC teaching qualification for childcare centre directors whereas others require only a childcare qualification(which in Australia is a less advanced qualification).

Funding for EC services is provided by the Commonwealth (i.e. federal) and state governments in Australia. Kindergartens and pre-schools have largely been funded by state governments and childcare centres by the federal government. This distinction helps maintain a clear division between childcare and pre-school/ kindergarten services and their workers and teachers. Recent state government policy has resulted in cost-cutting at all levels in a number of states (NSW and ACT). However, this has been balanced in some places by the federal government's greatly expanded spending on child care services over the last few years. There is improved provision but still a need for more. The federal government contributes a part cost towards services (capital and operational costs), and provides for means-tested fee relief. The recent (1991) introduction of fee relief for private services was opposed by community groups, and will in future be based on the accreditation of programmes. Pre-schools are funded less generously and at the same time have been expected to extend their hours of operation and cater for before and after school care. Only government funded centres are required to employ trained staff (usually at TAFE Associate Diploma level-a childcare

qualification). By 1995 it will be a requirement to have a certain percentage of trained staff in all centres. (This may only be to Associate Diploma level.)

There have been a number of major reports on teacher education in Australia over the last few of years. These propose national control of "teacher training" and control over teacher unions (unions vary from sector to sector and state to state) through the control of funding. The Higher Education Council proposal (1989) for a 3 year B Teaching degree to replace the 3 year Diploma of Teaching can be seen as an attempt to inhibit the in-service upgrading of Diploma graduates to 4 year B Ed status, i.e. the new B Teaching would become the terminating qualification and save training costs and future wages costs.

In 1990 the Australian Education Council(AEC) Report (the Ebbeck Report) recommended a standardisation of teacher training nationally, and a transfer of much of the responsibility for "teacher training" to schools. For primary and EC courses the report proposed that 3 year diploma courses and 4 year B Ed courses be phased out in favour of a 3 year B Arts(Teaching) general degree(including curriculum studies), followed by a 2 year period ("internship") of supervised part-time work as an Associate teacher and concurrent part-time or correspondence study leading to a B Ed degree and full-teacher registration. A recent proposal (June 1992) to hand over 0.3 of the funding given per student to state departments of education for the practicum component or "field supervision" of the "training" is a first step in this transfer. This would result in preventing student placements in childcare centres for practicum experience because childcare centres (which are not state funded) would not be eligible for this funding. Colleges and universities (Monash, Canberra) have also claimed that they could not graduate students where their institution has no real control over the practicum component. This radical proposal involving the shifting of practicum and its funding to employers has been vigorously challenged by EC teachers, employers, unions and teacher educators as inappropriate philosophically, practically, and financially.

The Australian Early Childhood Association (AECA), the the major Australian EC professional association and registration authority for all EC teacher qualifications in Australia, was not included in the circulation of these reports. The AECA was later asked to produce a discussion paper for the Schools' Council. This paper calls for developmentally appropriate programmes for 5-8 year olds taught by EC teachers, separation of EC from primary courses (age 0-8 yrs courses could include specialisation in 0-3, 3-5, and 5-8 yrs ranges), appropriate transition between the different sectors, a partnership with parents and community, and accountability of programmes.

Recent reforms may have weakened EC's claim for specialist ECTE courses and made it more difficult to defend the position that ECTE courses (0-8 years) should be separate from courses which train teachers to work with older children. The AEC Report proposes a breaking down of barriers between the sectors without acknowledging the real differences between EC and the primary sectors. It does not address the particular need of EC courses for a developmentally appropriate curriculum, and does not support EC educators who are trying to maintain their holistic philosophy and integrated curriculum within larger and more powerful education departments.

Many teachers and teacher educators claim that these reports are highly political documents with little to do with the good training of teachers. They are seen as the

beginning of more major changes to funding models. Sparrow(1991) argues that this oversight is really a deliberate attempt to promote and enforce a new right-wing "common sense view" of ECTE. The main implications of this view are that ECTE programmes will become servants of political considerations (such as employment requirements) rather than serving broader educational goals, and that the cost of ECTE will be shifted to centre employers ("internships") and families (increased fees).

6. College-University "Amalgamations".

In many universities former college programmes have been reorganised in line with university structures since amalgamation. There have been reductions in the number of courses available, changes in assessment procedures, increases in class sizes and staff and student workloads. Funding has been reduced.

6.1. Course Autonomy.

The move to make all teacher education degree level and studied within universities has a number of implications. The staff of teachers' colleges (CAEs, institutes, etc) have been required (by government) to move from essentially a teaching oriented organisation to a research oriented organisation. Where CAEs have amalgamated to form a new university the problems have been less severe than where an existing university has taken over a CAE.

When the Melbourne CAE joined the University of Melbourne there were extensive negotiations, and an attempt to retain the autonomy and integrity of the EC course. But over the 2 years since amalgamation these have been lost. This forced amalgamation is now seen as a takeover. The university dictates policy. The university academic year has been adopted. Their marking system of percentage marks has been imposed. University policy has been instrumental in the way the new degree has been prepared. They have imposed the constraints including the tight timeline for introduction of the new degree in 1992 (Nov 91 to March 1992).

The University of Canberra and the Northern Territory University have fared quite well because they are newly created universities and not the product of an amalgamation with an existing university. At NTU the present faculty and the courses remain basically the same as before the transition to university status. (Canberra CAE became the University of Canberra, Darwin CAE became NTU)

The Philip Institute has rejected amalgamation with La Trobe university and with the Royal Melbourne Institute of Technology because of concerns about the loss of control and content of courses.

ECTE courses do not fit easily into a university structure. Autonomous EC programmes have had to accommodate to university structures and procedures. The practicum components are the most problematic especially in terms of timetabling and funding. In many cases EC staff have lost control of their courses as a result of the changes.
Some enlightened university education faculties without EC courses have been keen to take EC on board to enhance their image and extend their sphere of influence. Other universities do not value undergraduate teacher education courses because they have always run post-graduate courses (Monash). Some will not permit the upgrade of Diplomas in Teaching to degree status.

Some universities (Monash and NTU) are recruiting overseas students at international educational fairs, e.g. in Hong Kong and Singapore, to bring in more advance revenue (the Commonwealth or state governments pay retrospectively). This could result in the university putting further pressure on EC staff to change their courses into feeders for university post-graduate studies. This would further threaten the integrity of EC courses.

6.2. Assessment.

The non-competitive competency measures of assessment used in many ECTE programmes are not appreciated by the universities and standards are often judged to be too low. The universities prefer a norm-referenced system and usually determine how many As and Bs can be given in each course. In the first year these are often determined by the Higher School Certificate aggregate marks, and in the subsequent years by achievement in earlier courses. Special cases have to be taken to the Senate and staff argue for particular students' assessments. EC staff reported that they always seem to be allocated a low percentage of As and Bs. Some teachers have responded by grading high to offset this. Others have tried to use their high grading results to impress university authorities that their teaching can deliver more A students.

6.3. Teaching Staff.

Although at present there is a unified salary structure throughout Australia for university staff, awards are being restructured including moves towards institution-based awards. Over time there continues to be less money, less staff and an intensification of workloads (especially in administrative work). No one has lost their job in the transition, but tenure has been lost to all but a few, and most new appointments are contract ones. Some staff have been advantaged, others disadvantaged in the transition from college to university status. The unions were given a guarantee that this would not occur, but universities have found ways to undermine this. For example, the older and more conservative universities (in the major centres) had a higher percentage of senior staff than the former CAEs. Following the "mergers" it became much more difficult for the former college staff to achieve promotion in the already top-heavy universities.

The universities have different criteria for employment and promotion compared to the former CAEs. Promotion is on the basis of university criteria, i.e. on research and publications rather than on good teaching skills. University elitism is rife and narrow-minded views on qualifications disadvantage many EC staff in terms of their prospects for promotion. Those without university post-graduate degrees and recognised published research will be particularly affected. They stand little chance of promotion until they have obtained their higher qualifications. For example, at the University of Melbourne the staff without degree level qualifications-those who have childcare, pre-school and kindergarten qualifications- are seen as the "weak link" and have been given a timeline to upgrade their qualifications to degree and post-graduate level and to learn research skills. They have, however, been given generous relief from their teaching loads to complete the upgrading of their qualifications.

Because research assumes a greater importance than teaching EC staff will be expected to conduct research in place of some of their teaching or to add research to their workloads. Since the replacement of most tenured or permanent positions

by contract positions many staff are committing themselves to huge workloads through inflated job descriptions, e.g. to include research, which they hope will ensure renewal of their contracts.

There is conflict between subject "specialists" and "generalists." This is intensified by the university being unwilling (i.e. elitist) or unable (i.e. ignorant) to recognise the knowledge and the contribution of the broad "generalist" skills of the experienced EC practitioner.

Under the new employment conditions staff are less likely to be involved in EC advocacy or in other socio-political issues of relevance to their programme, their students, or education in general because of the possible negative effects on their own career development. Some no longer feel safe or free to speak out on these issues.

7. Significant issues for ECTE in Aotearoa/New Zealand.

Education in New Zealand and around the world has been under attack by governments and business interests on 3 major fronts: the question of "standards, the question of "control" and the question of "marketisation." Underlying this attack are basic ideological and philosophical differences between teachers and their supporters, and governments and their business supporters. The reality in New Zealand is that in general standards have been high, levels of control have been appropriate, and the market has been kept out of education because it is a poor distributor of goods to all but the most able and affluent. Most families and professional educators have, in the main, been satisfied with the system. In many fields NZ education has been highly innovative and has been recognised internationally. This is not to say that improvements cannot be made, e.g in standards, and that inequities do not exist, e.g. in bicultural, multicultural, gender, class, and special needs education, but the market cannot deliver these.

From Australia we can learn from the "amalgamations" of colleges and universities, from challenges to the philosophy, pedagogy, curricula, assessment and integrated nature of ECTE programmes, the divisions between childcare and kindergarten/pre-school, and the effects of the political climate on the employment situation of new graduates, the employment of teaching staff and on EC advocacy. These issues are summarised here:

University control of ECTE programmes.

ECTE staff are concerned about losing control of their programmes. EC philosophy, curriculum and pedagogy are at risk following the forced amalgamation of colleges with universities. Many programmes have been reorganised in line with university structures. The practicum components are the most problematic. They don't easily fit into the university timetable and they are expensive.

ECTE Curriculum.

Courses place a large emphasis on the history, philosophy, politics and sociology of education. Although child/human development is a major through all 6 semesters in some programmes, its coverage is often seen as inadequate. Some programmes are trying to more away from a purely psychological approach to child development. There is a concern over the decrease in selected study time as compulsory components expand. Practicum has been cut back following funding cuts.

The transfer of "teacher training" to schools.
The Ebbeck Report (AEC,1990) recommended the transfer of much of the responsibility for "teacher training" to schools. Institution based "academic" studies would be followed by a 2 year period of "internship" in schools. A similar transfer has been proposed and severely criticised in Britain (Gilroy, 1992). This loss of the practicum component of teacher education can be seen as the first stage in the total transfer of teacher education from institution to centres/schools. It would also destroy the integrated nature of ECTE programmes.

Threats to the distinct nature of EC and to ECTE courses.
The Ebbeck Report also proposes a breaking down of barriers between the education sectors without recognising and acknowledging the differences between EC and the primary sectors. This is part of a larger attack on the special nature of the EC curriculum, the needs of young children and their families, and on the autonomy and uniqueness of childhood.

EC teachers as skills trainers or as experts in pedagogy and curricula?
Australian Government moves to introduce statutory testing and a national curriculum at primary level and above parallel developments in Britain and New Zealand. This has potentially serious implications for EC. Teachers are in danger of being de-professionalised and becoming trainers of a narrow range of skills.

Assessment.
Formal exams are increasingly used and time/labour intensive assessments (e.g. class participation in group work and individual programmes) are less widely used as class sizes and staff workloads increase. This intensification of work has also led to the demise of a more liberal approach to extensions, re-submission of work and repeat courses which was common to many programmes in the past.

Quality of student intake and Standards
There had been a change from the (students') expectations of ready access to courses and work of limited academic challenge to one more in line with training in other professions, i.e. the selection of students with higher levels of achievement and courses with more challenging work. This is in part due to the large numbers of applicants and the limited number of places in courses, and also due to a desire for higher standards at tertiary study level. (NZ students' concern over academic standards is described in Renwick and Vize, 1990,1991)

Divisions between childcare and ECE.
Different forms and standards of funding of EC services and teacher education for childcare workers and kindergarten and pre-school teachers have maintained a two tier system and divisions which has been exploited by governments, e.g. through funding cuts.

Early childhood graduates without early childhood work.
With increasing numbers of graduates unable to find work in early childhood occupations EC teacher educators need to address the issue by ensuring that students are aware of this and understand how this situation has arisen. Programmes need to prepare students for life in a changing world by avoiding narrow specialisation with a focus only on specific skills learning and to include a more thorough socio-historical, political and economic analysis of their society.

EC Advocacy.

Many teachers having lost job security/tenure have become more fearful of involvement in EC advocacy and in other socio-political issues of relevance to their programme, their students, or education in general because of the possible negative effects on their employment conditions and their career development.

Appendix 1:

Glossary of Terms and Nomenclature of ECE services in Australia

"Early childhood" is defined as 0-8 years, and therefore includes programmes for children in the junior or first 3 years of primary school (K to year2). "Early Childhood" can refer to programmes for children aged 0-3, 0-5, 0-8, 3-5, and 3-8 years, but often excludes "Childcare" services. The states have traditionally funded pre-schools, and the federal government some childcare services. There are state funded and private pre-schools and kindergartens, and private, community and church based childcare services. Nomenclature is complex with common terms refering to different programmes in different states. State early childhood programme entitlement is only for the year before school. Generally...

Pre-school is the year before school (age 4-5 yrs)

Kindergarten (K) is the first non-compulsory year of school (age 5-6 yrs)

Year 1 and year 2 follow on from kindergarten (age 6-8 yrs)

Nomenclature of state funded programmes, state by state is shown below.

age(yrs)	4	5	6	7
ACT	pre-school(PS)	kindergarten(K)	year 1	year2
NSW	PS / K	kindergarten	year 1	year2
NT	pre-school	transition	year 1	year2
Qld	PS / K	year 1	year2	
SA	PS / K	reception	year 1	year2
Tas	kindergarten	prep	grade 1	grade2
Vic	PS / K	prep	year 1	year2
WA	pre-school	pre-primary	year 1	year2

(from Schools Council Report No 16 May 1992.)

Appendix 2:

Interviewees and/or resources obtained from:

Leone Huntsman, Institute of Early Childhood Studies,
Macquarie University, Waverley Campus, Sydney, NSW.

Jean Gifford, Deputy National Director, Australian Early Childhood Association, Canberra, ACT.

Dr Marilyn Fleer, Co-ordinator of ECE, Faculty of Education,
University of Canberra, Canberra, ACT.

Dr Jillian Rodd,
Chairperson of B Ed Course Committee, School of EC Studies, Institute of Education, University of Melbourne, Kew Campus, Melbourne, VIC.

Dr Brian Jacka,
Co-ordinator of Undergraduate Studies, School of EC Studies, Institute of Education, University of Melbourne, Kew Campus, Melbourne, VIC.

Margaret Clyde, School of EC Studies, Institute of Education,
University of Melbourne, Kew Campus, Melbourne, VIC.

Maureen Savage, Course Director, EC and Junior Primary Education,
Philip Institute of Technology, Coburg 3058, VIC.

Dr Elizabeth Mellor, Head, Dept of Foundation and Education Studies,
School of EC and Primary Education, Monash University, Melbourne, VIC

Christine Woodrow,
Course Co-ordinator, Faculty of Education, Casuarina Campus, Northern Territory University, NT (and also National Executive, AECA)

Wendy Hawthorne, Course Co-ordinator, Faculty of Education, Casuarina Campus, Northern Territory University, NT (and member of NTU council)

Dr Freda Briggs, Associate Prof, de Lissa Institute of EC and Family Studies, University of South Australia, Magill Campus, Adelaide, SA

Dr Collette Tayler, Early Childhood Education, Edith Cowan University, Churchlands Campus, Perth, WA

Appendix 3: Guidelines for questions and areas for questioning staff from ECTE programmes.

Please feel free to answer/not answer any of the Qs, and to establish your requirements for confidentiality. This material can be identified as you wish, e.g from your institution, department or yourself.

Introduction to institution's programmes.

1. Philosophy of Early Childhood Education (integrated, holistic, individual)- individual and depts.

2. Description of the programme.

3. How is your programme organised?

(i) How is administration arranged ?(responsibilities shared- individually or in teams,or from the top or all together)

(ii) How is teaching arranged ?(for classroom teaching and practicum) Who prepares, who teaches, who marks/assesses?

(iii) Teaching methods. Can you tell me something about teaching styles or methods ? (if not, your own?)

Questions on specific areas of interest.

1. The effects of the recent transition/amalgamations (of colleges into universities) changes to programme-courses from different institutions complement/displace each other? The future...? 3yr Dip, 4 yr degree?... Move from Dip to all degree quals. Staffing effects-redundancies, early retirements, non-renewal of contracts?) Elitism and the "international league of universities" (Frank O'Neill, the registrar of the University of Adelaide, (Aust) Campus Review Weekly, 1991.

2. The effects of government policy on EC teacher education. (The "New Right" or "laissez-faire" or Treasury "new mandarin" market dominated economy) State and/or National standards? Outcome from the Ebbeck Parry Report (3 yr Dip>4 yr degree>B Arts> B Ed degrees)? From ColletteTayler's report? Who does what in EC teacher education in Australia?

3. The mode of delivery of teacher education programmes (campus and off-campus (RATE, field-based)/pre-service and in-service.)

4. The balance between practicum (teaching experience) /compulsory (academic and vocational)/optional (selected) studies.(Refer back to 3 to ensure coverage of differereces between modes of delivery)

5. Early Childhood programme development in recent time. (Threats to the distinct nature/DAP of EC curriculum posed by the Ebbeck Parry Report?)

6. The links between pre-school and primary education.

7. Evaluation.

(i) Programme-to identify the effectiveness of the teaching in order to optimise future student learning. Written and verbal evaluation by students-how better to meet course objectives.

(ii) Teacher/teaching- by students, e.g. confidential written report to employer-coordinated and collated by independent group (VUW voluntary scheme run by UTRC{University Teaching and Research Centre}- used for promotions)

8. Student assessment.

(a) Methods and variety of assessment of students.(To discover what has happened for the student. Their level of accomplishment)

(i) of student by teacher, e.g.
essay, book review, resource folder, student's class notes,
student's notes on feedback from classes,
seminar presentation-individually and supported by others,
participation in class-individually and in groups,
teaching staff sharing information-informally and formally,
observation in centres(on TE) and laboratory situations(CBTE),
discussion with Associate Teachers(supervisors of TE/practicum).

(ii) student self assessment and student peer group assessment, e.g.
verbal feedback in class-individual and peer group
written feedback (on course reports?)
in student forum. (To enable students to identify their strengths and weaknesses and future needs.)

(b) Measures of assessment

(i) qualitative, e.g requirement to reach a satisfactory standard maybe with recognition of outstanding achievement (U,S,O)-a non-comparative "descriptive profile" where the pass level is linked to the course objectives. (To enhance student's educational growth.)

(ii) quantitative, e.g. grading or rating by %age points, 1-5, A-E, +Fail where a pre-determined % fail when there grading falls below a certain point on the normal distribution. (To select some for positions in the social hierachy? The "meal ticket" mentality.)

(c) Operation of assessment procedures,
e.g. policing of due dates for assignments, extentions, interim notices of failure
Opportunities to repeat courses-in same year or subsequent years,
Only teacher of course to assess or other staff to assess?

9.The current funding situation for EC centre/pre-schools-from local, state and federal government, parent users and other sources?

10.Collette Tayler's survey. Would you like to comment on this survey?

Appendix 4:

Examples of Early Childhood and Childcare courses in Victoria.

Qualification	Duration	Admission Requirement.
At TAFE and other colleges:		
Certificate in Childcare(Assistant)	1 yr PT.	16 yrs
..in Bilingual Childcare(Assistant)	1 yr PT.	16 yrs
Certificate in Aboriginal Childcare	1 yr FT	16 yrs
Advanced Cert Applied Social Science	1 yr FT	Cert Aboriginal Chidcare
Advanced Cert in Residential and Community Care	1 yr FT	successful yr 11 school
Advanced Certificate in Childcare	2 yrs FT	successful yr 11 school
At universities:		
Assoc. Dip. Social Science(Childcare)	2 yrs FT	successful yr 12 school
Dip.Social Science(Childcare)	3 yrs FT	successful yr 12 school
Dip. in Teaching(EC) (becomes B EC Studies in 1992)	3 yrs FT	successful yr 12 school
B Ed (EC)	1 yr FT, or PT	Dip. in Teaching(EC)
Graduate Diploma(EC)	1 yr FT, or PT (Prof Dev and Spec Ed courses)	

Appendix 5:

History of Early Childhood courses in the institutions visited.

Macquarie University.

The Instutute of Early Childhood, Macquarie University, was previously part of the Sydney College of Advanced Education(CAE) which was itself formed from the Sydney Teachers College. The special nature of the EC programme has been preserved although the programme had been in danger of being absorbed into the primary teacher education programme.

University of Canberra.

The early childhood component of the teacher education course in the Faculty of Education, University of Canberra was previously part of the Canberra College of Advanced Education(CAE). Amalgamation with the Australian National University(ANU) was proposed by the CAE but rejected by ANU. There is only one EC teaching staff who teaches the EC component of the teacher education course. She defends EC at Faculty level.

University of Melbourne

Institute of Education, University of Melbourne, was originally a kindergarten teachers' college and was amalgamated with the Melbourne State College to became the Melbourne CAE. It was then "taken over" by University of Melbourne. Course autonomy has been lost. The university dictates policy.

Philip Institute of Technology.

The Philip Institute was formed in 1982 from the amalgamation of Coburg State College and the Preston Institute of Technology. Originally a kindergarten teachers' programme it is now an EC and Junior Primary Programme. The Institute has remained independent despite attempts at merger first with La Trobe University(rejected by both parties) and with The Royal Melbourne Institute of Technology (now looks on again in1992).

Monash University.

The Monash School of EC and Primary Education (part of the Faculty of Education) was formed by the university amalgamation with the Chisholm Institute School which itself was formed from the Caulfield and Frankston Institues(CAEs) in the early 1980s. Monash elitism has serious implications.

Northern Territory University

Northern Territory University(NTU) is a new university and was formerly the Darwin CAE and before that a university college of the University of Queensland. Transition has made little change.

Appendix 6:

Early Childhood Teacher Education Courses at Australian institutes and universities: Qualification and Age Range.

Institution.	Qualification.	Age
Institute of EC , Macquarie Univ Waverley, Sydney, NSW.	Dip Teach(EC), 3 yrs B Ed(EC), 120 days over 2 yrs part-time or by correspondence. RATE Aboriginal ECTE programme.	0-8
Faculty of Education, University of Canberra, ACT	B Ed(ECE), 4yrs FT, or exit after 3 yrs with Dip Teach(ECE).	3-8
Inst of Education, Univ of Melbourne, Kew, Vic.	Assoc Dip Social Science(CC), 2 yrs FT. Dip Social Science(CC), 3 yrs FT. Dip Teach(EC), 3 yrs FT (becomes B EC Studies in 1992) +B Ed(EC), 1yr FT, after1 yr experience. Graduate Dip, 1 yr FT (from 1992)	0-8
Philip Inst of Tech, Coburg, Vic	Dip Teach(ECE), 3 yrs FT. (becomes B Teach from 1992) +B Ed(EC), 1yr FT, after1 yr experience, (waived from 1992)	0-8
School of EC, Monash University, Melbourne, Vic.	Dip Teach(EC), 3 yrs FT +B Ed(EC), 1yr FT, after1 yr experience.	0-12
de Lissa Institute, Univ. of S Australia, Adelaide, SA.	Dip Teach(EC), 3 yrs FT (becomes B Teach from 1992). B ECE (in-service)	0-8
Northern Territory University Casuarina, Darwin, NT	Assoc Dip Educ (Childcare), 2yrs FT. Dip Teach(EC), 3 yrs FT (B Arts and B Teach proposed) +B Ed(EC), 1yr FT, after1 yr experience, or by correspondence. +M Ed(research degree) and M Educ Studies (research and coursework)	0-6 0-8

Appendix 7:

Early Childhood Teacher Education Courses at Australian institutes and universities: Compulsory/Optional Studies and Practicum.

Institution	Compulsory/Optional %age	Practicum (days)
Institute of EC , Macquarie Univ Waverley, Sydney, NSW.	Dip Teach =87/13 B Ed =75/25	121 (3 yrs)
Faculty of Education, University of Canberra, ACT	B Ed =67/33	106 (4 yrs)
Inst of Education, Univ of Melbourne Kew, VIC.	Assoc Dip =78/22 Dip Soc Sc =70/30 Dip Teach =90/10	114 (3 yrs)
Philip Inst of Tech, Coburg, VIC.	Dip Teach =83/17	124 (3 yrs)
School of EC, Monash University, Melbourne, VIC.	Dip Teach =78/22	125 (3 yrs)
deLissa Institute, Univ. of S Australia, Adelaide, SA.	Dip Teach =66/34 B Ed =50/50	85 (3 yrs) 28 (1 yr)
Northern Territory University, Darwin, NT.	AssocDipCC=85/15 Dip Teach =80/20	90 (2 yrs) 90 (3 yrs)

Appendix 8:

EC-Primary and EC-Childcare Course Links.

Institution.	EC-Primary(1y)	EC-Childcare(CC)
Institute of EC, Macquarie Univ (Waverley) Sydney, NSW.	none	none, but CC content+prac inc
Faculty of Education, University of Canberra, ACT	one ECTE course with EC specialisation 3-8 1y specialisation 5-12	none.
Inst of Educ, Univ of Melbourne Kew, VIC.	credit for1y course	separate childcare and EC diplomas
Philip Inst of Tech, Coburg, VIC.	mainly EC units, some common with 1y	none, but CC content+prac inc
School of EC. Monash University, Melbourne. VIC.	separate courses- gen studies shared	none, but CC content+prac inc
deLissa Inst. Univ. of SA Adelaide, SA.	none. 1y grads get credit	none. CC grads get credit
Northern Ter. Univ. Darwin, NT.	one ECTE course with EC specialisation	separate EC and childcare diplomas

Appendix 9: Practicum

At **Macquarie University** the number of practicum days has been cut back due to decreased funding. There used to be 121 days practicum. Under the university structure students have 1 day per week placements. Assessment of the practicum is on teaching ability, and not on written assignments based on college curriculum studies. Visiting lecturers observe and advise the students only on their teaching performance.

Practicum at the **University of Canberra** is run over single days, leading up to full-time placement. There are 106 days over the 4 years of the B Ed(ECE). Students are visited twice on each practicum except in the 3rd year when there are 3 visits. They have no written assignments based on college curriculum studies, but have to keep a diary for self-reflection.

At the **University of Melbourne** there are 100 days of practicum. For Dip Teaching(EC) students this is made up of 60 days kindergarten, 10 days childcare, 10 days primary, 15 days special needs and 5 days with a community service. Dip Social Science(Childcare) students have 30 days childcare, 20 days out of school care, the same number of days with special needs and community service as the Dip Teaching students, but only 10 days kindergarten. The practicum involves the student, supervisor and the lecturer negotiating an assessment on the basis of of criteria selected by the student. 13 competences have to be mastered in the first year. Since the college-university amalgamation lecturers are not often known to the students they visit.

Practicum at **Philip Institute** comprises 45 days primary, 45 days in kindergarten, 20 days in childcare, and 14 days of their own choice over 3 years(total 124 days). Three-way conferencing is not used. The associate/supervising teacher's report together with the in-class grade for professional development and practicum briefing/debriefing is combined to give a final practicum grade. Students are informed of their centre placings at the end of one year for the following year.

At **Monash University**, there are 125 supervised Practicum days and 20 student organised and unsupervised days where the university takes no responsibility and associate teachers aren't paid. These can by taken in a centre or home or anyplace considered appropriate by the lecturer. There have been considerable changes to the practicum programme in recent time. Students are only visited once on each practicum. There is an early warning system in place to pick up students who are not coping. These students are visited twice and they can be brought in to be advised. Assessment instruments have been refined. The student writes a plan and is assessed on the appropriateness of the plan, i.e. the objectives and the children's expected learning. Visiting lecturers assess the objectives which have been set. They may not be qualified to assess the curriculum content and do not assess this. This is assessed in college courses by an EC specialist in that curriculum area. The report from the supervising teacher, the visiting lecturer, and the student are combined to give a final grade. Problems do arise when the supervising teacher and the lecturer grade the student differently, and when there is a difference in philosophy between the student and the supervising teacher.

Northern Territory University has 90 days practicum over 2 years for the Associate Diploma of Education(Childcare) students, and over 3 years for the Diploma in Teaching(EC) students.

Appendix 10: Assessment.

At **Macquarie** progressive assessment with feedback to the students during the module has become more and more difficult to maintain as the funding has been cut and the staff workload increased. Students are increasingly assessed by examination for at least part of the module. Written preparation for tutorials is required to ensure that students do some study between classes. Assessment of participation is down to a maximum of 10-15% as this becomes more difficult as the tutorial groups have become larger. The small group work which has been used in the past is no longer possible with tutorials of 30 students. Assessment of staff by students has not been practiced and would be looked upon with suspicion by many staff because of their vulnerable position on short-term contracts.

At the **University of Canberra** student assessment is by essay, book reviews, resource work including the design and making of equipment, resource folder production, seminar presentation, peer group assessment, tests, and open book examinations (introduced to overcome cheating where students copy each others' work and trade or buy work from other students). Within EC modules a non-comparative descriptive profile is used. Students evaluate the programme. Re-submission of work is permitted if it is of an unsatisfactory standard. However, the Faculty decides grades based on norm-referenced assessment procedures. It is difficult for the single EC lecturer to successfully argue for fair grading at faculty (examination) meetings. This is especially the case for those outstanding students who are in excess of the proportion permitted according to the normal distribution of grades.

At the **University of Melbourne** emphasis is now on formal examinations. Human development and biology are totally assessed by exam. Education and care by essay, tutorial presentation and exam. Sociology by essay and exam. This is partly the result of cheating. With larger numbers of students (approx 200 in each year) and with staff not knowing the students as they once did, it is difficult to know how many times the same essay has been handed in. The University policy is for rigorous academic teaching in order to ensure success. However, poorly performing students are frequently passed. Although the staff realise the implications for the field are not good, they often do not have the resources to ensure adequate competence for all their graduates. For each part of the course the lecturer is required to conduct a Subject Component Evaluation- students give feedback on appropriateness of the delivery, on the ease or difficulty of assignments, on the feedback they received from staff, and on the quality of assignments. The students remain anonymous and the information remains within the departmental records where only teaching staff have access to it. The university is about to introduce individual staff appraisal. This is being resisted. Each member of the staff is required to write an annual report to the Head of School to detail their perception of the performance of their duties. The Head of School then reports to the Dean.

The **Philip Institute** assessment is through essays, small research project, curriculum construction etc. There are no exams, and no norm referenced grading. Individual staff devise their own student evaluations. This has only recently changed because of the much reduced chances of graduate employment. In Victoria in 1990, 1000 graduates out of a total of 1,250 could not find work. It is estimated that none of Philip's 1991 graduates will get work in 1992. When the

Ministry of Education employed most of the graduates a norm-referenced grading system was required.

At **Monash** each subject is assessed by 2 assignments per semester. This can be by exam if the lecturer chooses. Some courses are 60% assessed by exam. A workload policy operates across EC and primary courses. Where the workload has been too high the result has been a low quality "busy-type" of output. Students have plagiarised and cheated or just given up when the workload has been excessive. Staff use different forms of evaluation. Assessment grading which gives the top 5% a higher distinction, the next 10% a distinction, and so on is, as yet, unaffected by the university's use of percentage marks. A faculty level Board of Examiners makes final decisions on students' grades. The students' union publishes students' evaluations of lecturers' teaching performance.

Northern Territory University once had an easy going approach to attendance, extensions and re-submissions but now has an 80% attendance rule and marks attainable for units decrease for each day the assignment is overdue. The university requires percentage marks to be submitted. There are no descriptive profiles. Grades are presented at an examiners' meetings and ratified by the faculty board. Students who fail the same unit twice or who fail more that 5 units(240 units studied over 3 yrears) are terminated. NTU asserts that students need to learn to be responsible during the course so they they can be responsible as EC teachers.

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